

Strengthening New York City's Early Childhood Education & After-School Systems

A Transition Plan from the Campaign for Children

Campaign
for Children

Dear friend,

The Campaign for Children (www.campaignforchildrennyc.com), a non-partisan coalition of more than 150 children's advocacy and provider organizations, has prepared this plan, which includes recommendations to strengthen and expand the City's early childhood education and after-school systems.

The Campaign for Children believes that every child in New York City deserves access to safe, high-quality, and affordable early childhood education and after-school programs. New York City's new Mayor, as well as the Comptroller, Public Advocate and City Council members, must have a plan to create high-quality, sustainable, fully-funded early education and after-school systems for New York's children and families. Enacting this plan must be a top priority for the new Administration. **Since publishing this document, two significant victories have been made toward this goal: the baselining of \$140 million in discretionary funds, and the launch of Mayor de Blasio's campaign for universal pre-kindergarten and expanded after-school programs.**

In Mayor Bloomberg's final budget modification, he announced that nearly \$140 million of discretionary funds had been baselined. As the Campaign has maintained throughout its advocacy, baselining is a significant step toward stabilizing NYC's early childhood education and after-school systems – systems that, despite their proven effectiveness in improving outcomes for children and working families, have consistently faced deep budget cuts and have struggled with the instability and uncertainty caused by one-year funding. Mayor Bloomberg's act of baselining \$140 million undercuts the yearly "budget dance" for children's services, and means that the Campaign for Children, Mayor de Blasio, and the City Council can focus more effort on improving quality and expanding programs to serve more children.

Significantly, Mayor de Blasio has made early childhood education and after-school programs the signature issue not only of his campaign, but of his government. In December 2013, the Campaign for Children joined UPK NYC, the campaign to pass Mayor de Blasio's plan to raise a modest tax on the wealthiest New Yorkers to fund full day, universal pre-kindergarten for all four-year-olds and after-school programs for all middle school students in NYC. Among its other City and State goals, the Campaign for Children has pledged to make passing Mayor de Blasio's pre-k and after-school plan in Albany a top priority this session.

We look forward to the opportunity to discuss this further with you, your staff, and transition teams. If you have any questions or would like to discuss this further, please contact Stephanie Gendell at (212) 673-1800 x17 or sgendell@cccnewyork.org.

Sincerely,

The Campaign for Children Steering Committee:

Richard Buery, The Children's Aid Society

Jennifer Jones Austin, Federation of Protestant Welfare Agencies

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Jennifer March, Citizens' Committee for Children

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Campaign for Children Transition Plan

Executive Summary

The Campaign for Children is a partnership between the Emergency Coalition to Save Child Care and the New York City Youth Alliance, which first came together in 2011 to stave off severe budget cuts proposed for child care and after-school programs. Together, the 150 members of the coalition include many of the advocates, civic leaders and early childhood education and after-school providers in New York City.

The Campaign's successful advocacy saved child care and after-school programs for over 47,000 children by securing over \$120 million of one-year City Council discretionary funds for the past two years. While the Campaign, the providers, and notably the children and the families remain incredibly grateful for these one-year restorations, the systems cannot remain dependent on successful advocacy annually restoring one-year funds.

Every child in New York City deserves access to safe, high-quality, and affordable early childhood education and after-school programs. New York City's newly elected Mayor, as well as the Comptroller, Public Advocate and City Council members, must have a plan to create high-quality, sustainable, fully-funded early education and after-school systems for New York's children and families. Enacting this plan must be a top priority for the new Administration. The Campaign for Children seeks to be a partner in this endeavor, but also to hold the Administration accountable for its implementation.

The plan for ensuring every New York City child has access to high-quality, affordable early childhood education and after-school programs must have short-term, medium-term and longer-term benchmarks:

Upon Taking Office:

Baseline the over \$120 million of one-year City Council discretionary funding for child care and after-school for over 47,000 children, as well as the additional \$30 million of one year funding in the after-school system.

- Develop a procurement process that gives priority to current quality programs, ensures the 47,000 slots become part of the systems administered by the City agencies, and prevents any systemic disruption.
- Create a new agency, the Office of Early Childhood, focusing exclusively on the needs of children ages 0-5.

First Term (4 Years):

- Ensure every child eligible for child care and every low-income child (under 200% of FPL) under age 5 has access to high quality early childhood education.
- Ensure every high-need/high-risk elementary, middle and high school child has access to a high-quality, affordable after-school program.
- Fully fund programs at an adequate rate.
- Invest in the workforce through adequate compensation, benefits and professional development.
- Invest in current facilities and develop plan to secure additional needed facilities for system expansion.

Second Term (8 Years):

- Fully implement plan that ensures every New York City child has access to high-quality, affordable early childhood education (ages 0-5) and after-school programs (elementary, middle and high schools).

Introduction

Every child in New York City deserves access to safe, high-quality, and affordable early childhood education and after-school programs. New York City's elected officials must have a plan to create high-quality, sustainable, fully-funded early education and after-school systems for New York's children and families. Enacting this plan must be a top priority for the new Administration.

For the past two years, the Campaign for Children's advocacy has been instrumental in securing City Council restorations of over \$120 million to save child care and after-school for over 47,000 children. In addition to the historic one-year restorations our advocacy achieved, the Campaign for Children secured hundreds of press stories, organized nearly 100 events, released over a dozen fact-sheets and reports, and mobilized thousands of New Yorkers. Our targeted efforts made the case to elected officials and every day New Yorkers that it is essential to invest and expand high-quality early childhood education and after-school programs.

This transition plan outlines our vision for early childhood education and after-school programs in New York City, a vision we are urging the next administration to embrace. We strongly believe that ensuring the success of the next generation of New Yorkers requires the administration to address the three key areas that we outline in this document: **Quality, Investment and Expansion.**

The Need for Early Childhood Education and After-School Programs

Both early childhood education and after-school programs are critical for children and their families. They help children succeed in school and enable parents to work, bringing economic security to their families. The return on investment is at least \$3 and \$7 for every \$1 invested in after-school and early childhood education programs respectively.¹ Studies have also shown

that after-school programs lower high school drop-out rates, improve school performance, reduce crime, prevent teen pregnancies and prepare students for higher wage jobs—thereby producing long-term savings as well.

As New York City implements the Common Core, the need to ensure that the City’s children are prepared for kindergarten and engaged socially, academically and developmentally after school, is even more critical. In the 2011 school year, only 20.7% of NYC public school students graduated “college and career ready”² and in 2013, less than one-third of students in 3rd-8th grade passed the Math or English Language Arts exams that for the first time were adjusted to test the skills in the Common Core.³

Need for Stabilizing Early Childhood Education and After-School Systems

Despite the need for children, particularly low-income and at-risk children, to have access to high quality early childhood education and after-school programs to be able to close the achievement gap and succeed in school, and despite the proof that parents rely on these programs to be able to work and support their families,⁴ these two systems have consistently been faced with budget cuts—which have impacted both the number of children that can be served and the level of quality programs are able to provide.⁵ These systems cannot remain dependent on one-year City Council funds just to maintain current capacity.

The child care centers, family child care homes and networks, and the OST after-school programs funded by the City Council do not have contracts through the Administration for Children’s Services (ACS) and Department of Youth and Community Development (DYCD) through their typical RFP contracting process. In essence, these programs are not part of these agencies’ systems. In fact, the City Council is spending an additional \$1.2 million to fund the NY Early Childhood Professional Development Institute (CUNY PDI) a to provide technical assistance and oversight for the Council-funded early childhood programs.

Furthermore, not knowing whether a program will be funded after the City fiscal year ends on June 30th creates tremendous instability for providers, staff, families and communities. Many of the Council-funded programs are located in low-income neighborhoods, and a substantial number of the Council-funded child care programs are in NYCHA developments. The instability impacts staff morale, staff retention, child recruitment, lease negotiations, planning for the future, and the ability to fundraise.⁶

The Plan:

We believe that your Administration’s first step must be to **baseline the one-year funding currently invested in the systems immediately (approximately \$150 million)**. This would eliminate the annual budget dance where the City Council restores the one-year funding each June. Given that the new Administration starts in January and the contracts expire in June, we suggest that there be a short-term procurement plan for the programs currently funded by the City Council that can then lead to a longer term procurement process that brings all child care and OST programs funded by ACS and DYCD into the same budget/RFP timeline, requirements, rates, etc.

But this is merely a first step. **Your Administration needs to have a plan such that by the end of your first-term all of the children age 0-5 who are eligible for subsidized child care and all low-income and high-need elementary, middle and high school children in need of after-school programs have access to high quality, affordable programs.**

Finally, your Administration should create a longer term 8-year plan (2 terms) that lays out how you will expand the systems to ensure universal access to high quality, affordable care for all children.

Access alone will be insufficient—children need to have access to **high-quality programs**. This means ensuring staff is appropriately compensated with adequate salaries and benefits and paying programs and providers a sufficient rate to meet quality standards. It will also require that the City's oversight agencies have appropriate and transparent evaluation and accountability tools.

And finally, these systems will need to be **user-friendly**. Information about accessing and enrolling children in these programs must be easily available to parents in culturally and linguistically sensitive manner. Finally, for these programs to be most successful, parents need to be engaged in their children's programs.

We understand that while the return on the investment is high, ensuring all New York City children have access to safe, high quality and affordable early childhood education and after-school programs will require a substantial investment of resources. **We are eager to work with you on finding the needed revenue for these systems, including through advocacy at the local, state and federal levels.**

Below are more specifics with regard to what the Campaign for Children believes should be included in a plan to address quality, investment and expansion in the early childhood education and after-school systems.

The Campaign for Children Vision for the Early Childhood System:

The City's Early Childhood system is comprised of subsidized child care, Head Start, and Universal Pre-Kindergarten (UPK) and together serves approximately 140,000 children. There are thousands of income-eligible children, children eligible due to other priorities (child welfare, children with special needs, children with ill incapacitated parents, etc.), as well as additional low and middle income children and families, unable to access these programs even though they are critical for ensuring children are prepared for kindergarten and parents are able to work. For many years, the City Administration for Children's Services (ACS) has had structural budget deficit in its child care budget. In addition, according to a recent needs analysis by ACS, only 27% of eligible families are served.⁷ The same needs analysis also documented that there is a severe shortage of capacity for infants and toddlers, with a 4-year olds being 10 times more likely to be served than a one year old.⁸ This must change. Below is the Campaign's more-detailed plan for ensuring NYC's children have access to high-quality, affordable early childhood education.

QUALITY:

Implement high quality systems and provide the resources to meet them.

- **Ensure programs are educational and enriching to promote academic achievement and social and emotional development.**
 - Incorporate the Common Core standards into all settings to ensure children are prepared for Kindergarten success.
 - This includes ensuring programs meet the needs of English Language learners, Dual Language Learners and children with special needs.

- **Appropriately compensate well-trained staff.**
 - Develop a career ladder that matches compensation with qualifications.
 - Create a unified, consistent salary scale for EarlyLearn professionals based on qualifications, and then fund it.
 - Ensure salary parity for equally credentialed staff in the public school system and early care system.
 - Work collaboratively with the unions to ensure a contract is in place whereby unionized child care staff receives adequate salaries and benefits.
 - Increase professional development opportunities, which could include scholarships, stronger linkages with local colleges and a career ladder tied to professional development.

- **Provide a sufficient per-child rate to ensure quality standards are met.**
 - Increase the EarlyLearn rate so that providers can meet standards, provide fair compensation, have appropriate staffing, address employee contribution for health insurance, and appropriately fund costs of operations, administration and materials for children. Index rate to inflation.

- **Ensure class sizes are small and adult-to-child ratios are developmentally appropriate in all settings.**

- **Ensure programs are culturally competent and language accessible.**

- **Recognize community-based organizations as essential partners in high-quality systems.**

- **Make program evaluation and assistance more strategic and effective.**
 - Provide technical assistance on fundraising and board development.
 - Create uniform quality standards and use one set of quality metrics (regardless of how many agencies are providing oversight).

- **Enhance communication, collaboration and transparency between City and parents, advocates and the public.**
 - Increase parent engagement.
 - Ensure data and policies are more accessible and available to the public.
 - Create a centralized waiting list.
 - Create a citywide advisory board that includes agencies, nonprofits and advocates to address systemic issues collaboratively.

- Strengthen linkages between programs and school districts.
- **Enhance collaboration between City agencies, including the sharing of data and resources. While ensuring confidentiality, the City should create a new data system across all City agencies to measure outcomes from cradle to college and then use the data to improve quality and better align needs and services.**

INVESTMENT:

Develop short and long-term plans to fully fund high-quality programs.

- **Provide stable, reliable multi-year funding to create sustainable programs, reduce barriers to access, and ensure continuity for children.**
 - Ensure investments are in both quality and capacity.
 - Begin by baselining the one- year City Council discretionary money for both contracts and vouchers and eliminating the structural deficit in the child care budget.
 - The current City Council funded programs and vouchers should be immediately baselined and the contract time should be matched to the other ACS contracted programs. The Administration should work closely with the Comptroller to achieve this through a negotiated acquisition or another appropriate means.
 - Ensure that when the funds are baselined, the contracted system becomes one system, with the same rates, oversight, standards and contracting schedule.
 - Ensure the procurement process used when baselining the one-year funds gives appropriate credit to quality programs with a long-standing history of serving children and families in a community.
 - Need to have a plan for investment (and expansion) (Short term and long-term).
 - First year of administration: Baseline the 1-year funding with a plan to integrate the discretionary money into the EarlyLearn system. Given the timing of the new administration beginning in January and the one-year funds ending June 30th, we suggest proactively extending the current contracts for one year (through June 30, 2015) to provide sufficient time for any longer-term procurement process (without waiting for the City Council budget restoration/ budget dance). Increase the EarlyLearn rate.
 - Longer term investments in expansion must be put into the City budget proactively spanning 2 terms.
 - Investment needs to include both vouchers and contracts and include both center-based and family -based settings.
 - Investment in workforce will include professional development; support for getting credentials; and better compensation and benefits.
 - Better compensation and benefits
 - Professional development
 - Support to get credentials
 - Invest in facilities and create a dedicated funding stream (capital budget) to address facility issues.

- **Explore all options to maintain and increase investments at the federal, state and local levels.**
 - City policymakers should advocate for more federal and State funding for NYC. The Campaign for Children can partner with the administration in these efforts.
- **Ensure that programs are affordable for families.**
 - Explore ways to bring down the costs of the city-lease sites.
 - Ensure parent fees do not make child care prohibitive.
 - Modify income ceiling for subsidized child care to assist moderate income families.

EXPANSION:

Develop a strategy to reach all children.

- **Implement universal access to full-year, full-day early childhood education.**
 - Next Administration must have a plan to expand so that all NYC children have access to early childhood education programs.
 - One year plan (deal with baselining/discretionary programs and eliminating structural deficit; see investment section).
 - All-income eligible by end of first term.
 - All children by the end of two-terms.
 - Expand infant-toddler programs.
 - Expand universal pre-kindergarten.
 - Full day for all 4 year olds and 3 year olds.
 - Facility issues—need to grow/find space; including infant/toddler programs.
- **Prioritize expanding access to the highest-need children, based on income and other risk factors.**
 - Start with most high risk/high need communities and families:
 - Poverty
 - Income eligible (under 200% of FPL) and other currently eligible categories
 - Priority for homeless children, child-welfare involved (preventive/foster care/juvenile justice)
 - Priority for NYCHA
 - Look at need based on income in communities (including NYCHA facilities)
 - English Language Learners
 - Add integrated early childhood classes for children with special needs.
 - Bring back priority codes that were recently eliminated in budget cuts, making these children once again eligible for subsidies (e.g. parent looking for work, ill/incapacitated parent, special needs).
 - Recognize the critical need for expanded capacity to serve children ages 6 weeks to two years (infant/toddler care).
- **The City should implement a system to track waitlists as a way to measure need.**

- **Fully utilize the space that the system has, invest in facilities and ensure community impact studies, new development, and school construction authority include early childhood education programs.**
 - Create incentives for development, particularly in low-income, high-needs communities.
- **Explore all options to maintain and increase investments at the federal, state and local levels.**
- **Explore all new, progressive revenue options for investing in the system.**

Create a New City Agency for Early Childhood:

The City's Early Childhood Education system is currently decentralized in that it falls under three City Agencies (ACS, DOE, DOHMH) and under 1 Deputy Mayor and the Chancellor. As such, there is no one person charged with the responsibility for thinking about the needs and services for children ages 0-5 and helping young children successfully transition to the K-12 education system. **We strongly believe that creating an Office of Early Childhood would be invaluable to addressing the needs of these young children and to strengthening the City's child care, Head Start and Universal Pre-Kindergarten programs, as well as other programs for young children such as home-visiting, immunizations and Early Intervention.**

The Campaign for Children's Vision for After-School Programs:

The City's after-school system, administered by the Department of Youth and Community Development (DYCD), is comprised of three main programs, Out-of-School Time (OST), Beacon Centers, and the Cornerstone initiative, as well as discretionary funds to individual after-school programs. After-school programs serve elementary, middle and high school children from 3-6 PM after school each day, and also all day on holidays and throughout the summer. Programs are staffed and administered by community-based organizations (CBOs) and located schools, CBOs, parks, recreation centers, NYCHA community centers and a range of other sites. Many of these programs have deep connections to the school day (an **expanded learning** approach in which schools and CBOs partner closely) and many also offer engaged learning opportunities over the summer months. Despite the promise that the creation of the Out-of-School Time (OST) program made to more efficiently serving more children after-school, the system has shrunk 35% since 2008. Currently, over half of the OST system (34,000 slots) is funded with one year funding⁹. This must change. Below is the Campaign's more-detailed plan for ensuring NYC's children have access to high-quality, affordable after-school programs.

QUALITY:

Implement high quality systems and provide the resources to meet them.

- **Ensure programs have a holistic approach to supporting youth in all areas, including social and emotional well-being, educational and academic achievement, and physical health and wellness.**

- **Appropriately compensate well-trained staff.**
 - Staff should have on-site paid trainings, including on social and emotional development. After-school staff should have the option for shared professional development with day teaching staff, when appropriate. CBOs should also develop a partnership with CUNY for continued education and development.
 - The City should raise the rates paid to providers. They should be adjusted from the 2006 rate and indexed for inflation to account for COLA and other increases.

- **Ensure there is leadership development for staff.**
 - After-school should be viewed as a work readiness program and should serve as a natural pipeline for staff. Having youth become mentors to younger students, Counselors in Training (CITs) and even as full-time staff through the Summer Youth Employment Program offers young people critical work readiness skills and opportunities.

- **Enhance communication, collaboration and transparency between City and families, providers, schools, advocates and the public.**
 - Increase parent engagement.
 - Recognize that community-based organizations as essential partners in high-quality systems. Encourage a strong collaboration among all vested parties: CBOs, schools, City agencies, families and students.
 - Enhance collaboration between City agencies, including the sharing of data and resources. **While ensuring confidentiality, the City should create a new data system across all City agencies to measure outcomes from cradle to college and then use the data to improve quality and better align needs and services.**

- **Develop an evaluation process that is more dynamic and has benchmarks for the term of a contract.**
 - The current evaluation practices do not match on-site feedback from DYCD staff during site visits. Providers should have the option for additional meetings with DYCD about their evaluation. Evaluations should not be onerous for providers.

- **Leverage after-school programs to support students in building Common Core competencies.** While the Common Core focuses strongly on academic skills, it also includes many elements that involve the development of the “habits of mind” critical to academic and life success. These competencies are described by the Council on Chief State School Officers (a leading organization in developing the Common Core standards and assessments) as “knowledge, skills and dispositions that operate in tandem with the academic... and offer a portrait of students who, upon graduation, are prepared for college, career and citizenship.” These include social and emotional development, a sense of self-identity and agency, teamwork and cooperation, perseverance and persistence, cognition and knowledge of the world, and physical development and health. After-school programs offer young people expanded learning time and a range of activities and opportunities that should be more intentionally leveraged to support the development of both academic and “habits of mind” competencies.

- **Ensure programs are culturally competent and language accessible.**

INVESTMENT:

Develop short and long-term plans to fully fund high-quality programs.

- **Provide stable, reliable multi-year funding to create sustainable programs, reduce barriers to access, and ensure continuity for children and youth.**
 - The new Administration needs to baseline all programs at the current capacity – both funding and slots – for OST, Beacons, and Cornerstone in the first year.
 - The current City Council funded programs should be immediately baselined and the contract time should be matched to the DYCD contracted programs. The Administration should work closely with the Comptroller to achieve this through negotiated acquisition or another appropriate means.
 - The Administration should then create new programs.
 - DYCD should remain as a separate agency to manage the City’s after-school programs.
- **Explore all options to maintain and increase investments at the federal, state and local levels.**
 - City policymakers should advocate for more federal and State funding for NYC. The Campaign for Children can partner with the administration in these efforts.
 - In order to maximize effectiveness, the City should encourage the sharing of resources between agencies (i.e. DOE can share snacks, security, supplies, etc. for school-based programs).
- **Ensure that programs are affordable for families**
 - Programs should have the discretion to implement a sliding scale fee for programs to ensure that programs are affordable and accessible for low and middle income New Yorkers. Programs should also have more flexibility with the fee structure and take advantage of more complex financing structure (i.e. private fundraising, scholarships).

EXPANSION:

Develop a strategy to reach all children.

- **Implement universal access to full-year after-school/summer programs for elementary, middle and high school aged youth.**
 - Ensure access to culturally competent, linguistically appropriate after school programs to engage parents and address cultural needs of young people. The RFP process should account for the above qualities in a program to best address NYC’s diverse communities.
- **Prioritize expanding access to the highest-need children, based on income and other risk factors, including foster care, preventive services, and juvenile justice**
 - In the process of expanding access to programs, the City should prioritize programs for low-income (and other high-need) New Yorkers. Subsequent stages of expansion should move toward universal access, including middle and higher income families.
 - The physical location of an organization should not be a factor in the RFP award process. The City should instead focus on the need and demographic information of participants. All areas in and immediately adjacent to NYCHA facilities should be priority areas.

- The City should incentivize CBOs to move into “service deserts”, where no programs exist and do outreach to local communities.
 - **DYCD should implement a system to track waitlists as a way to measure need.**
 - **The Administration should have plan to expand services for the 1st year, 1st term and and 2 terms:**
 - 1st year – Baseline current funding and slots
 - 1st term - Begin prioritizing to highest need children by:
 - Adding slots to existing programs.
 - Issuing a new RFP with expansion goal to reach 100% of families living at 200% of the federal poverty line and other risk factors (or 300% of poverty line to reach middle class families).
 - New RFP for High School programs to help prepare students for post-secondary programs and the workforce.
 - Address the rate in the second year.
 - Two terms (8 years) – Universal access, which will require a more sophisticated financing system, including coordinated state and federal investments, and could include a sliding-scale fee structure.
 - **Explore all options to maintain and increase investments at the federal, state and local levels;**
 - **Explore all new, progressive revenue options for investing in the system.**
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Conclusion

New York City’s elected officials must have a plan to invest in high-quality, sustainable, fully-funded, quality early education and after-school programs that are available to every New York City child. The return on investment of these programs for children and their families has long been proven and now is the time to ensure New York City meets the needs of our youngest New Yorkers and their families. The over 150 organizations that came together to form the Campaign for Children look forward to working with the next administration to make this vision a reality.

Appendix: Background Information on the Systems

Early Childhood Education

The City's Early Childhood system is comprised of subsidized child care, Head Start, and Universal Pre-Kindergarten (UPK). Other early childhood programs include Early Intervention, pre-school special education and home-visiting programs such as Nurse-Family Partnership and Healthy Families New York. This transition plan focuses on child care, Head Start and UPK, which serve children ages 0-5.

The primary agencies responsible for these services are:

- the Administration for Children's Services (ACS), which serves approximately 100,000 children in child care (through contracts and vouchers), Head Start and UPK (with the funds from an inter-agency transfer)
- the Department of Education (DOE), which serves approximately 60,000 children in UPK in both community-based organizations and public schools
- the Department of Health and Mental Health (DOHMH), which is responsible for licensing, registering and inspecting all child care programs (public and private).

The **subsidized child care system**, administered by ACS, operates through both contracts and vouchers. As per federal law, families on or transitioning off of public assistance are eligible for child care assistance and must be served. Historically, the overwhelming majority of these families use vouchers to access their choice of center-based, family or informal family, friend or neighbor care.

Families with incomes under 200% of the federal poverty line and families with child welfare cases are eligible for subsidized child care and typically enroll their children in the contracted child care system, now called EarlyLearn NYC. Given that these families are eligible for, but not entitled to child care, when there are child care cuts, low-income working families typically lose access to child care. According to a recent needs analysis by ACS, only 27% of eligible families are served.

For many years, ACS has had a structural deficit in its child care program. This is due to a number of reasons including: the creation of the Out-of-School Program for school-aged children that resulted in ACS being responsible for a substantially higher number of school-aged vouchers than originally envisioned; the increased costs of child care including the Market Rate increase that occurs every two years due to state and federal law; the increased number and costs of vouchers.

Head Start is a federal early childhood program. New York City is a super-grantee, meaning that the City (ACS) receives a large grant from the federal government that the city can administer and distribute. (The federal government also gives some direct grants to individual Head Start and Early Head Start programs, which are not administered by the City.) The grant to ACS was recently decreased due to both federal sequestration and a recompetition bid for the funds. Since the implementation of EarlyLearn, ACS blends the Head Start funding with child care funding.

Universal Pre-Kindergarten (UPK) is largely a state-funded program for half-day (2 ½ hours) of care and programming for four-year olds. Any 4-year old NYC child, regardless of income, is eligible for UPK. The City Department of Education administers this program and ACS receives funds through an inter-agency transfer so that all 4-year olds in its contracted center system receive 2 ½ hours of state funded UPK, which is also blended into the EarlyLearn rate. The DOE administers the rest of UPK through contracts with community based organizations and programs in the public schools.

ACS issued a new RFP for its contracted child care system (now called EarlyLearn NYC) and these contracts began on October 1, 2012. This new system, intended to increase quality and make the most efficient use of all sources of funding, resulted in a down-sizing of the contracted system (much of which is now paid for with one-year City Council funding), the elimination of the City-funded health care system for unionized center-based child care providers, a new provider 6.7% match, and a shifting of where slots were located and which providers were awarded contracts. It is also important to note that a portion of the City-contracted sites are in centers where the City maintains the lease.

There is currently \$63.7 million of one-year City Council funding in the ACS early childhood system: \$57.4 million for contracted child care (centers and family child care); \$5.0 million for 1,800 school-age vouchers; \$1.2 million for technical assistance to the City Council-funded programs; and \$100,000 for job training and placement for child care providers. The City Council also supports full-day UPK in community-based organizations with \$2.5 million of one-year discretionary funds.

After-School Programs

New York City's after-school system is administered by the NYC Department of Youth and Community Development (DYCD). After-school programs serve elementary, middle, and high school children from 3-6 PM after school each day, and also all day on holidays and throughout the summer.

High quality after-school programs improve children's development, academic performance and social-emotional well-being. They allow children and youth to engage in academic and developmental enrichment activities in a safe environment. Further, after-school programs allow parents to continue to work and support their families.

The City's after-school system is comprised of three main programs, Out-of-School Time (OST), Beacons, and Cornerstone, as well as discretionary funds to individual after-school programs.

The **OST program** is the largest part of the after-school system and was created by Mayor Bloomberg in 2005. At its height in Fiscal Year 2008, 87,256 children were served by OST. This year, the system can serve 56,498 children. Over half of the slots for children (30,000) are funded with \$61.4 million of one-year City Council funding. In fiscal year 2015, OST will actually lose \$71.4 million due to \$10 million that funded the summer of 2013 that did not carry forward for the summer of 2014. Furthermore, in FY14, DOE allocated \$10 million to create 4,000 additional OST slots for one year only. Thus to maintain the current capacity of OST, DYCD needs additional \$81.4 million to be baselined. This funding supports after-school and summer programming for 34,000 children. Finally, it is important to note that high school after-school programs have been hit particularly hard by budget cuts.

Another City-funded after-school program is in **Beacon programs**. Beacons use schools as a hub for community based programs such as health and mental health services, ESL classes

and after-school programs. Beacons were designed to give teens a safe place in the community after-school and in the evenings. Beacons provide youth employment, violence reduction, health/mental health services, preventive services ESL classes and many other services for children and families. Approximately 800-1,200 youth are served in each of the City's 80 Beacon's after-school programs. There has been no increase to the base contract level of funding for Beacons since they were created in 1991. Currently 66 of the 80 programs are City-funded, while 14 are federally funded. Seven of the City's 66 programs are funded with one-year City Council discretionary funds (\$2.146 million). In addition, the City Council has prevented the reduction in capacity at Beacon programs by historically restoring \$2.3 million to prevent across-the-board cuts at all 66 Beacon programs.

Cornerstone programs are after-school programs located within NYCHA facilities. The City Council supports almost \$1.0 million for approximately 711 slots at 25 NYCHA Cornerstone Programs. In addition, in response to NYCHA cuts, the Mayor's Office invested \$20 million into 45 new Cornerstone programs, but only provided funding for FY 14.

Campaign for Children

A partnership of
The Emergency Coalition to Save Child Care and the **NYC Youth Alliance**

The Campaign for Children is a coalition of more than 150 child care and after-school advocacy and provider organizations.

82nd Street Academics	Court Appointed Special Advocates (CASA)
Advocates for Children of New York	Cross Island YMCA
Alianza Dominicana	Cypress Hills Child Care Corporation
Alliance for Quality Education	Cypress Hills Local Development Corporation
Bedford-Stuyvesant YMCA	Day Care Council of New York
Belmont Community Day Care Center	Dodge YMCA
Bronx House	East Calvary Day Care Center
Bronx YMCA	East Side House Settlement
BronxWorks	ECE Policyworks
Brooklyn Center for the Independence of the Disabled	Economic Justice and Social Welfare Network Child Care Committee
Brooklyn Community Services	Educational Alliance
Brooklyn Kindergarten Society	Emergency Coalition to Save Child Care
CAMBA	Episcopal Social Services
Campaign for Summer Jobs	Family Dynamics/ SCO
Campaign for Tomorrow's Workforce	Federation of Protestant Welfare Agencies*
Catholic Charities Brooklyn and Queens	Flatbush Action Community Day Care Center, Inc.
Center Against Domestic Violence	Flatbush Development Corporation
Center for Children's Initiatives	Flatbush YMCA
Center for Family Life/SCO	Flushing YMCA
Center for Youth Violence Prevention at Columbia University	Fort Washington Collegiate Church
Child Center for New York	Friends of the Children of NY
The Children's Aid Society*	Global Kids
Children's Defense Fund-NY	Goddard Riverside Community Center
Chinatown YMCA	Good Shepherd Services*
Chinese-American Planning Council	Graham Windham
Citizen Action of NY	Grand Street Settlement
Citizens' Committee for Children*	Greenpoint YMCA
Coalition for Asian-American Children and Families	HANAC Youth Services
COFCCA (Council of Family and Child Caring Agencies)	Harlem RBI
Committee for Hispanic Children and Families	Harlem YMCA
Cooper Square Committee	Hartley House
Council of Jewish Organizations of Flatbush	Head Start Sponsoring Boards Council
Council of School Supervisors and Administrators	Hebrew Educational Society

Helen Owen Carey Day Care Center
 Henry Street Settlement
 Hudson Guild
 Human Services Council
 Imani House
 Inwood Community Services
 Italian American Civil Rights League
 Jacob A. Riis Neighborhood Settlement House
 Jamaica YMCA
 Jewish Board of Family & Children's Services (JBCFS)
 Jewish Child Care Association
 Jewish Community Center of Staten Island
 Jewish Community Council of Greater Coney Island
 Jewish Community House of Bensonhurst
 Jewish Home Lifecare
 Kips Bay Boys & Girls Club
 Lawyers for Children
 Leake and Watts Services
 Lenox Hill Neighborhood House
 Long Island City YMCA
 LSA Family Health Service
 Madison Square Boys and Girls Club
 Manhattan Youth
 MARC Academy and Family Center, Inc.
 Maspeth Town Hall
 McBurney YMCA
 Metropolitan Council on Jewish Poverty
 Middle Collegiate Church
 Midwood Development Corp.
 Nasry Michelen Day Care Center
 National Council of Jewish Women
Neighborhood Family Services Coalition*
 Neighborhood Initiatives Development Corp.
 New Settlement Apartments
 New York City Youth Alliance
 New York Immigration Coalition
 New York Junior Tennis League
 New York Lawyers for the Public Interest
 New York Zero-to-Three Network
 North Brooklyn Child Care Coalition
 North Brooklyn YMCA
 Northern Manhattan Improvement Corporation
 NYC Coalition for Educational Justice
 NYC Mission Society
 NYU School of Law Family Defense Clinic
 Operation Exodus Inner City, Inc.
 Partnership for After-School Education (PASE)
 Phipps Community Development Corporation
 Police Athletic League, Inc
 Professional Association of Day Care
 Directors of New York
 Prospect Park YMCA
 Queens Community House
 Resilience Advocacy Project
 Resources for Children with Special Needs, Inc.
 Ridgewood YMCA
 Riverdale Neighborhood House
 Riverdale YM-YWHA
 Rockaway Artists Alliance, Inc.
 Safe Space
 Samuel Field Y
 SAYA! (South Asian Youth Action)
 SCAN- New York
 SCO Family of Services
 Shorefront YM- YWHA of Brighton-Manhattan Beach
 Sinergia
 Southeast Bronx Neighborhood Centers
 Sports & Arts in Schools Foundation
 St John's Place Family Center HDFC
 St. Nick's Alliance
 Stanley M. Isaacs Neighborhood Center, Inc.
 Staten Island Council on Child Abuse
 and Neglect (SICCAN)
 Staten Island YMCA
 Sunnyside Community Services
 Suspension Representation Project
 The After-School Corporation
 The Center for Independence of the Disabled – NY
 The Children's Law Center
 The Door
 Union Settlement Association
 United Activities Unlimited
 United Community Centers
United Neighborhood Houses*
 University Settlement Society
 Vanderbilt YMCA
 VISIONS / Services for the Blind
 and Visually Impaired
 West Side YMCA
 YM & YWHA of Washington Heights and Inwood
 YMCA of Greater NY
 Youth Development Institute

*Campaign for Children Steering Committee

Endnotes

1. [http://digitalprairie.ok.gov/cdm/compoundobject/collection/stgovpub/id/97063/rec/4;](http://digitalprairie.ok.gov/cdm/compoundobject/collection/stgovpub/id/97063/rec/4)
<http://www1.extension.umn.edu/youth/docs/economic-return-afterschool-programs.pdf>
2. Citizens' Committee for Children, *Keeping Track of NYC's Children*. (2013).
3. Only 29.6% of 3rd-8th graders passed the Math test and only 26.4% of 3rd-8th graders passed the English Language Arts (ELA) exam. <http://schools.nyc.gov/Accountability/data/TestResults/ELAandMathTestResults>.
4. Campaign for Children, "Cuts to Child Care and After-School Will Force Parents out of the Workforce," 2013. http://www.campaignforchildrennyc.com/wp-content/uploads/2012/03/Campaign-For-Children_Jobs-Report-Final-Designed.pdf; Campaign for Children, "Parent Voices: What Will You Do if the City Closes Your Child's Child Care or After-School Program, 2012. <http://www.campaignforchildrennyc.com/wp-content/uploads/2012/03/NYC-Parent-Voices.pdf>.
5. The IBO issued reports on EarlyLearn (the City's child care model) and Out-of School Time (OST) (the City's largest after-school model, documenting the capacity being lost over time. <http://www.ibo.nyc.ny.us/iboreports/earlylearn2012.html>; <http://www.ibo.nyc.ny.us/iboreports/ost2012.html>
6. The Campaign for Children conducted a survey of providers that provided documentation of the instability caused by one-year funds. The results are available in the Campaign's report: http://www.campaignforchildrennyc.com/wp-content/uploads/2012/03/Instability-Report_Final-Designed1.pdf
7. New York City Administration for Children's Services. *Charting the Course for Child Care and Head Start: A Community Needs Analysis of Early Care and Learning in New York City*. 2008. http://www.nyc.gov/html/acs/downloads/pdf/childcare_needs_assessment_summary.pdf
8. Id.
9. The 34,000 slots funded for one-year funding includes 30,000 slots funded by City Council discretionary funding and 4,000 slots the administration added this school year, which are funded by the Department of Education (DOE).